

Washington Street Elementary

325 Washington Street
Hartsville, South Carolina 29550

Grades 1-3 Elementary School

Enrollment 397 Students

Principal Valerie M. Sawyer 843-383-3141

Superintendent Dr. Rainey Knight 843-398-5200

Board Chair Mr. Warren Jeffords 843-326-5970

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	45	64	11

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Good	Excellent	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Excellent	No

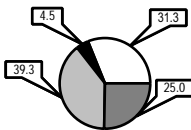
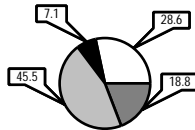
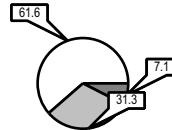
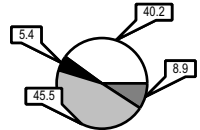
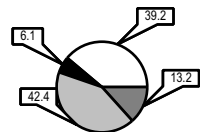
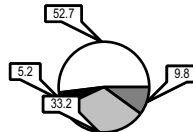
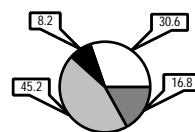
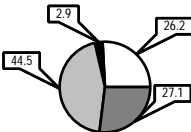
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	133	100.0	38.6	35.4	22.0	3.9	33.9	Yes	Yes
Gender									
Male	73	100.0	47.1	34.3	15.7	2.9	28.6	N/A	N/A
Female	60	100.0	28.1	36.8	29.8	5.3	40.4	N/A	N/A
Racial/Ethnic Group									
White	43	100.0	35.9	17.9	41.0	5.1	48.7	I/S	Yes
African American	87	100.0	40.0	44.7	11.8	3.5	25.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	25.0	38.6	30.7	5.7	46.6	N/A	N/A
Disabled	39	100.0	69.2	28.2	2.6	0.0	5.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	100.0	38.6	35.4	22.0	3.9	33.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	38.4	36.0	21.6	4.0	33.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	100.0	45.4	39.2	13.4	2.1	24.7	No	Yes
Full-pay meals	32	100.0	16.7	23.3	50.0	10.0	63.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	133	100.0	35.4	40.9	17.3	6.3	37.0	Yes	Yes
Gender									
Male	73	100.0	41.4	37.1	12.9	8.6	31.4	N/A	N/A
Female	60	100.0	28.1	45.6	22.8	3.5	43.9	N/A	N/A
Racial/Ethnic Group									
White	43	100.0	30.8	38.5	20.5	10.3	41.0	I/S	Yes
African American	87	100.0	37.6	43.5	15.3	3.5	34.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	19.3	50.0	21.6	9.1	47.7	N/A	N/A
Disabled	39	100.0	71.8	20.5	7.7	0.0	12.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	100.0	35.4	40.9	17.3	6.3	37.0	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	35.2	41.6	16.8	6.4	36.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	100.0	40.2	43.3	14.4	2.1	30.9	No	Yes
Full-pay meals	32	100.0	20.0	33.3	26.7	20.0	56.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	132	100.0	64.3	29.4	6.3	0.0	6.3
Gender							
Male	72	100.0	69.6	21.7	8.7	0.0	8.7
Female	60	100.0	57.9	38.6	3.5	0.0	3.5
Racial/Ethnic Group							
White	42	100.0	50.0	36.8	13.2	0.0	13.2
African American	87	100.0	71.8	25.9	2.4	0.0	2.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	93	100.0	55.2	35.6	9.2	0.0	9.2
Disabled	39	100.0	84.6	15.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	132	100.0	64.3	29.4	6.3	0.0	6.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	64.5	29.0	6.5	0.0	6.5
Socio-Economic Status							
Subsidized meals	100	100.0	71.9	26.0	2.1	0.0	2.1
Full-pay meals	32	100.0	40.0	40.0	20.0	0.0	20.0

Social Studies							
All Students	132	100.0	42.1	43.7	7.9	6.3	14.3
Gender							
Male	72	100.0	43.5	39.1	7.2	10.1	17.4
Female	60	100.0	40.4	49.1	8.8	1.8	10.5
Racial/Ethnic Group							
White	42	100.0	31.6	42.1	10.5	15.8	26.3
African American	87	100.0	47.1	45.9	5.9	1.2	7.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	93	100.0	34.5	47.1	11.5	6.9	18.4
Disabled	39	100.0	59.0	35.9	0.0	5.1	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	132	100.0	42.1	43.7	7.9	6.3	14.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	130	100.0	41.9	44.4	7.3	6.5	13.7
Socio-Economic Status							
Subsidized meals	100	100.0	49.0	41.7	6.3	3.1	9.4
Full-pay meals	32	100.0	20.0	50.0	13.3	16.7	30.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	148	96.0	25.6	35.5	34.7	4.1	38.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	133	100.0	38.6	35.4	22.0	3.9	26.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	148	96.6	24.6	55.7	13.1	6.6	19.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	133	100.0	35.4	40.9	17.3	6.3	23.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	148	96.6	51.6	32.0	14.8	1.6	16.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	132	100.0	64.3	29.4	6.3	0.0	6.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	148	96.0	30.6	60.3	6.6	2.5	9.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	132	100.0	42.1	43.7	7.9	6.3	14.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 397)				
First graders who attended full-day kindergarten	92.3%	Down from 95.4%	100.0%	100.0%
Retention rate	7.3%	Up from 6.0%	3.4%	2.8%
Attendance rate	97.1%	Up from 96.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	3.0%	Up from 0.7%	6.4%	10.4%
On academic plans	N/A	N/AV	45.5%	33.6%
On academic probation	N/A	N/AV	0.3%	1.0%
With disabilities other than speech	13.2%	Down from 14.2%	8.3%	7.5%
Older than usual for grade	1.8%	No change	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	55.6%	Up from 48.6%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.2%	2.4%
Teachers with emergency or provisional certificates	8.8%	Down from 9.4%	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 87.0%	87.0%	87.3%
Teacher attendance rate	95.5%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$42,240	Up 3.9%	\$41,724	\$42,485
Prof. development days/teacher	22.3 days	Up from 10.3 days	13.3 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.2 to 1	17.5 to 1	18.6 to 1
Prime instructional time	87.1%	Down from 90.8%	89.4%	89.7%
Dollars spent per pupil*	\$7,209	Up 1.8%	\$6,923	\$6,557
Percent of expenditures for teacher salaries*	63.7%	Up from 63.0%	63.1%	64.0%
Percent of expenditures for instruction*	69.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Up from 90.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Street Elementary School is a Title I school that has seen continued improvement over the past school year. As we continue to improve our instructional techniques through participation in various staff development opportunities, our staff and students reap the benefits of the use of best practices in every classroom and subject area at our school.

Fully implementing the Reading First initiative at Washington Street has given us the opportunity to focus on the individual needs of students as we instruct them to excellence in literacy. We have documented the pre and post-year results for our students in English/Language Arts through various formal and informal assessments, and have seen great improvement in our children's overall acquisition and mastery of literacy skills. Most encouraging has been their improvement in comprehension skills, particularly in first and third grades. We attributed much of this improvement to the fact that all of our teachers who provided reading instruction to students participated in a graduate course throughout the school year, learning and reflecting on their classroom practices in order to improve and strengthen their instructional skills.

Math, science, and social studies instruction became embedded in the total curriculum and were integrated into every aspect of the students' total school experience in order to provide as many opportunities for students to master the standards for each subject area.

Parental and community involvement also continued to improve throughout the school year. Parents and the community were provided with several opportunities to participate with our school and support our students in striving towards academic excellence. Examples of activities included Family Math and Reading Nights, PTO meetings, Student Showcases, seasonal dances, parent/teacher conferences, and a PACT Family Night. Efforts were also made to sponsor activities off-campus in order to encourage greater participation by our families and community.

Washington Street Elementary continues to strive for excellence in education for all of our students and we remain committed to setting high expectations and standards for our students and staff in academic and social development. As we work to meet the needs of all of our stakeholders, we are ever mindful of our mission as a school and community of learners: United as we strive for excellence in learning and character.

Working together, we will continue to provide the quality education our students expect and deserve. Our commitment and desire for our students and community is reflected in our school motto, We Just Can't Hide that Roadrunner Pride!

Valerie M. Sawyer, Principal

Jada Gore, Chairwoman, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	101	58
Percent satisfied with learning environment	94.4%	91.6%	85.7%
Percent satisfied with social and physical environment	86.1%	85.4%	82.5%
Percent satisfied with school-home relations	82.9%	83.2%	87.7%

*Only students at the highest elementary school grade level at this school and their parents were included.